**Developing a professional learning plan**

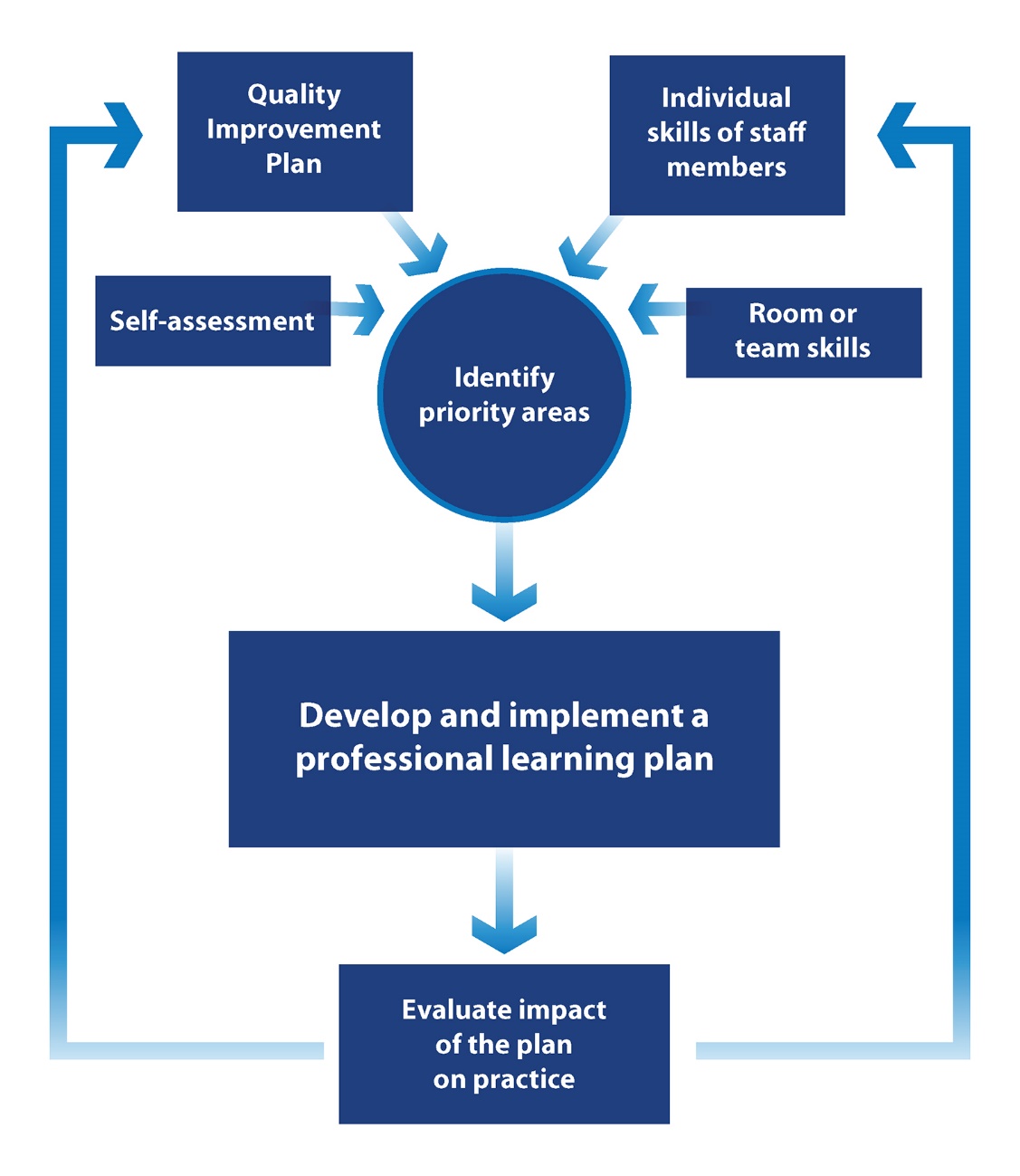
Planning for your professional learning needs requires a commitment to quality and improvement. A well-developed plan can help you identify and achieve both long- and short-term goals, personally and of your context. It can also highlight how the improved knowledge, skills and practice benefit you professionally as well as the children and families you work with.

# The process

There are many ways to build a professional learning plan. Here are a series of suggestions to manage the planning process:

* Consider the learning priorities related to your context (Attachment 1).
* Complete a skills audit to help you identify area(s) of need (Attachment 2).
* Identify a series of goals (we recommend between 3 and 5) to focus on.
* For each goal, develop a plan that includes an intention and details about the activity, resources, budget, timeframe and implementation steps.
* Periodically evaluate your progress towards the plan

Diagrammatically this could be presented in many ways:



# Personal professional learning plan 2021

**Service/School/Scheme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Before identifying your professional learning goals and activities, you might consider the learning priorities related to your context (Attachment 2).*

## Current priorities for your context:

Based on these priorities, identify your context.

## Goal 1

|  |
| --- |
|  |

## Goal 2

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| --- |
|  |

## Goal 3

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| --- |
|  |

After identifying the goals of your context, build a plan that includes an intention and details about the activity, professional learning resources, timeframe, budget (for the service to pay) and implementation steps.

| Goal 1: | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Learning intentions | | **Activity** | **Professional learning resources/opportunities** | **Timeframe** | **Budget** | **Implementation plan** |
| *This is a brief description of the intended learning outcome. SMART[[1]](#footnote-1) goals may assist you.* | |  |  |  |  |  |
| Progress and review |  | | | | | |

| Goal 2: | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Learning intentions | | **Activity** | **Professional learning resources/opportunities** | **Timeframe** | **Budget** | **Implementation plan** |
|  | |  |  |  |  |  |
| Progress and review |  | | | | | |

| Goal 3: | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Learning intentions | | **Activity** | **Professional learning resources/opportunities** | **Timeframe** | **Budget** | **Implementation plan** |
|  | |  |  |  |  |  |
| Progress and review |  | | | | | |

*Copy and add more tables if you have more than 3 goals, but we recommend keeping your plan to a manageable number of goals (no more than 6).*

## After completing the professional learning, evaluate your experiences.

## Evaluation

(To be filled after completing professional learning. Add rows as needed)

|  |  |  |  |
| --- | --- | --- | --- |
| Personal feedback and commentary | Changes in practice or performance | Estimated hours of learning | Estimated investment in professional learning |
|  |  |  |  |

## At the end of the year, reflect on the top professional learning topics/courses/modules you have completed.

## Evaluation

(To be completed at the end of the year)

| Top 3 Professional Learning topics/courses/modules completed this year…. | |
| --- | --- |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Reflections |
|  |

# Attachment 1: Context professional learning priorities

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Contextual documents | Skills I need to strengthen …. | How might I do that … | Training/resources available… |
| Service philosophy |  |  |  |
| Quality Improvement Plan priorities relevant to staff development |  |  |  |
|  |  |  |
|  |  |  |
| Reconciliation Action Plan commitments |  |  |  |
| Team/Room performance |  |  |  |
| Suggestions or needs based on assessment and ratings report |  |  |  |
| Other (please describe) |  |  |  |

# Attachment 2: Audit of skills

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Areas of practice | Current strengths and skills | Areas I want to develop further |
| NQS Quality Area 1: Educational program and practice/Curriculum areas |  |  |
| NQS Quality Area 2: Children’s health and safety/Nutrition/Physical activity |  |  |
| NQS Quality Area 3: Physical environment/Outdoor learning/Risky play |  |  |
| NQS Quality Area 4: Staffing arrangements/Code of Ethics |  |  |
| NQS Quality Area 5: Relationships with children/disability and additional needs/ trauma-informed practice |  |  |
| NQS Quality Area 6: Collaborative partnership with families and communities/Reconciliation/Cultural inclusion |  |  |
| NQS Quality Area 7: Leadership and service management/Professional conversations |  |  |
| Other (please describe): |  |  |

**Do you want to upgrade your qualifications? YES / NO / UNSURE**

1. SMART goals are: Specific, Measurable, Achievable, Relevant and Time-specific. [↑](#footnote-ref-1)